

TWENTY-FIRST ANNUAL REPORT

Virginia Advisory Committee
for the Education of the Gifted

submitted to

the

Virginia Board of Education

and the

Superintendent of Public Instruction

July 23, 2003

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Introduction

The Virginia Advisory Committee for the Education of the Gifted (VACEG) provides information and recommendations to the Department of Education and the Virginia Board of Education related to the development and management of comprehensive services for gifted learners in the Commonwealth of Virginia. The Twenty-First Report serves as a summary of the activities of the committee from September 2001 through May 2003. The report includes the committee's findings and recommendations.

Membership and Officers

The VACEG is composed of persons concerned with the education of gifted students. The committee includes representatives from higher education; from parent groups, including school-appointed PTA and support groups; from educational associations; from business and industry; and from professional organizations; as well as representative administrators of local programs for gifted students. Staff members from the Department of Education serve as ex-officio members of the committee. All members and represented organizations are interested in the appropriate education of gifted students. Members are recommended by the Superintendent of Public Instruction and appointed by the Board of Education. Appointments have been made for terms of three years. A list of current members is included in Appendix I.

Ms. Gail Hubbard, representative of gifted education coordinators, served as Chairperson of the VACEG for 2001-2003. Ms. Toy Douglas, Past-Chairperson, is the representative of the Virginia Association of Elementary School Principals. For 2001-2002, Dr. Keith Eicher, a member-at-large, served as Vice-Chairperson. The current Vice-Chairperson is Janice Leslie, representative of the Virginia Association of Secondary School Principals. Mr. Joseph Marler, representative of the Virginia Education Association, has served as Secretary.

Structure of Committee

During 1999-2000, the committee restructured to define its goals and expectations more clearly. The bylaws were realigned to support additional data gathering and analysis. The following structural changes were made:

- ❑ The term of membership was standardized at three years.
- ❑ In addition to the elected officers, the committee established appointed officers who chair each subcommittee. These appointed subcommittee chairs serve on the executive committee.
- ❑ The bylaws committee recommended that the committee develop an interim report and submit a complete report at the end of each two-year cycle. The two-year time frame allows the committee more time for in-depth examination of issues before recommendations are formulated.

The committee is scheduled to meet in regular session four times each year. Subcommittees are structured to reflect prioritized areas of interest. Subcommittees study critical issues and share findings and recommendations with the committee as a whole.

Comprehensive Four-Year Work Plan

The work of the committee has been organized into a comprehensive four-year plan. At the end of the four-year period in 2005, the committee plans to provide a Reference Guide for Local Gifted Plan Development and Evaluation (Reference Guide) to support school divisions in planning, implementing, and evaluating plans for the education of the gifted. The reference guide seeks to provide school divisions with additional guidance as divisions respond to the expectations of the *Regulations Governing Educational Services for Gifted Students*. Those regulations specify that each division must develop a local plan for the education of the gifted, which includes an explanation of the division's services and goal for the following five areas:

- ❑ Identification
- ❑ Delivery of Services
- ❑ Curriculum Development
- ❑ Professional Development
- ❑ Parent and Community Involvement

Priority Issues for 2001-2003

Based upon agreement on priority areas in the autumn of 2001, the committee developed a two-year agenda to examine two plan areas during 2001-2003. Two subcommittees were constituted for a period of two years:

- ◆ Identification
- ◆ Professional Development

The Identification Subcommittee and the Professional Development Subcommittee completed the initial sections of the reference guide. These sections of the reference guide have been included as Appendix A.

Priority Issues for 2003-2005

During 2003-2005, the committee will examine the remaining three components of the Local Plan for the Education of the Gifted:

- ◆ Delivery of Service
- ◆ Curriculum Development
- ◆ Parent and Community Involvement

Governor's Schools

In addition, the committee as a whole agreed that it would include a report on Governor's Schools for 2001-2003. As a part of its work plan, the committee held meetings at two Academic-Year Governor's Schools, Maggie L. Walker Governor's School and Commonwealth Governor's School.

Reference Guide for Local Gifted Plan Development and Evaluation

The Reference Guide for Local Gifted Plan Development and Evaluation was developed in response to suggestions made through the VACEG's 19th Annual Report to the 2000-2001 Board of Education. Superintendent DeMary, on behalf of the board, asked the VACEG to develop a support mechanism for local school divisions to help in the planning process as well as in the implementation and evaluation of those plans.

In 2001-2003, two subcommittees, studying identification and professional development, developed the master template for the entire document and completed work on two sections for the reference guide. The remaining three sections to be studied in 2003-2005 will be presented in the same format as the first two sections.

The completed sections of the reference guide relate the major documents of the Commonwealth of Virginia that provide the structure or relate to the design of Local Plans for the Education of the Gifted. These documents include the following:

- ◆ *Regulations Governing the Educational Services for Gifted Students*
8 VAC 20-40-40-60 (Appendix C)
- ◆ *Regulations Establishing Standards for Accrediting Public Schools in Virginia*
VAC 20-131-70
- ◆ Peer Review Guidelines for the Local Plan for the Education of Gifted Students
2001-2006
- ◆ Annual Report, Programs for the Gifted (Appendix F)

In addition, the reference guide includes the following national standards:

- ◆ Pre-K-Grade 12 Gifted Program Standards
prepared by National Association for Gifted Children (NAGC) (Appendix D)
- ◆ Standards for Staff Development - Revised
prepared by the National Staff Development Council (NSDC) (Appendix E)

The reference guide assists local school divisions by correlating multiple sources of information on identification and on professional development. The reference guide relates Virginia regulatory requirements to the appropriate national standards. These national standards indicate exemplary processes based upon national research findings. The reference guide then relates the specific regulation and standard to the specific requirement in the school division's local plan. Finally, the reference guide includes those requirements used as benchmarks to measure progress through the Annual Report, Programs for the Gifted submitted to the Virginia Department of Education by divisions in July. By aligning best practices with regulation and plan requirements, the template clarifies the fundamental principles of research-based practices and aligns those findings with Virginia requirements.

Recommendation Review

The committee of the whole began its work by examining the recommendations made in the June 2001 committee report by the Best Practices and Standards of Learning and Standards of Accreditation subcommittees. All recommendations from the 2001 Report are included by subcommittee in Appendix B.

Five of these recommendations emphasized the importance of the Annual Report, Programs for the Gifted, submitted to the Virginia Department of Education, as a basis for monitoring progress in gifted services. These reports also provide school divisions and the commonwealth with needs assessment data to improve gifted education throughout Virginia. One recommendation from the 19th Annual Report indicated that the relationship between gifted education and general education should be studied. Another recommendation from that same report indicated that the peer review process needed to be strengthened and organized to support systematic evaluation processes. A third recommendation offered to the 2000-2001 Board of Education indicated the need for increased support of regional provisions for professional development in gifted education. These recommendations were considered both in the development of the reference guide and in the development of subcommittee recommendations.

Identification Subcommittee

Membership Identification Subcommittee

Dr. Barbara Daniels, representative of the Virginia School Boards Association, served as the chair of the subcommittee on identification. Members of the subcommittee included Ms. L. Frances Brown, Ms. Jane Crowther, Ms. Jennifer Green, Dr. Robert V. Turner, Mrs. Sylvia Wadsworth, and Ms. Sheila Winett.

Framework for Work Identification Subcommittee

The focus of this subcommittee was a broad examination of identification practices within the framework of the *Regulations Governing the Educational Services for Gifted Students* (Appendix C). The sub-committee also examined Peer Review Guidelines and the Annual Report, Programs for the Gifted (Appendix F) from the Virginia Department of Education.

In addition, the subcommittee examined identification practices within the context of the Pre-K – Grade 12 Gifted Program Standards developed by the National Association for Gifted Children (Appendix D). Members of the subcommittees also examined exemplary standards documents from several other states.

Research and Discussions

Identification Subcommittee

The subcommittee's examination of identification practices centered first on the need to identify students from populations that are underrepresented in gifted education programs. Those students in underrepresented populations are frequently from groups that are the particular focus of the "No Child Left Behind" (NCLB) federal legislation.

After examination of research and committee discussion, subcommittee members agreed that recognizing giftedness in children of poverty (defined as those students on free or reduced price lunches through NCLB), and identifying those students for gifted services was the most difficult issue for gifted education across the nation. Identifying students of limited English proficiency was difficult, but the use of materials in multiple languages made identification more possible. Identification of students with disabilities was frequently supported by information gathered through special education processes. Identification of students of differing ethnic and racial backgrounds varied widely from division to division depending upon the support system provided for such students.

In April 2002, a panel discussion centered on the issues surrounding identification of gifted students was held at the committee's meeting. The panel discussion on identification clarified the need for support for students from underrepresented populations before the identification process began, as well as support for these students through programming after the identification process was complete. Evidence from research and discussion indicated that students from underrepresented populations who are successful in gifted programs had been supported programmatically prior to and after being identified for services. The school divisions that were more successful in identifying students from underrepresented populations had some form of a transitional support system in place before and after identification of these students. The data from the 2001-2002 Annual Report, Programs for the Gifted indicated that school divisions had difficulty identifying and serving students from underrepresented populations without such support systems.

The issue of the identification of young children and the development of processes to identify such students was the second issue researched and discussed by the subcommittee. Again, statistics from the annual report confirmed the limited number of young students being identified for gifted services. The use of specific techniques for identification of young children correlated with increases in the number of young children identified and receiving services.

Finally, the subcommittee discussed the need to align program services with student identification profiles. The subcommittee, in the reference guide, stressed the importance of understanding the relationship between placement for services and the identification decision itself.

Recommendations

Identification Subcommittee

1. Provide the reference guide as a support for the development, systematic evaluation, and revision of the identification component of the Local Plan for the Education of Gifted Students.
2. Analyze published data from the Annual Report, Programs for the Gifted to determine necessary changes to improve identification procedures to reflect the practices included in the reference guide.
3. Use the practices indicated in the reference guide to support providing services appropriate to the needs of identified students, including re-evaluation of services to continue to support the changing needs of identified students.
4. Use the practices indicated in the reference guide to support early and ongoing identification of gifted students.
5. Use the practices indicated in the reference guide to support identification procedures that result in the following:
 - ◆ A screening pool for identification of gifted students that is a reasonable reflection of the demographics of the school division, and
 - ◆ A student population identified for gifted services that is a reasonable reflection of the demographics of the school division.
6. Use the practices indicated in the reference guide to increase the availability of materials in languages other than English in the identification/placement process:
 - ◆ Assessment measures in languages other than English, and
 - ◆ Identification materials in languages other than English.
7. Use the practices indicated in the reference guide to increase the involvement of all educators in the identification and placement of gifted students.

Professional Development Subcommittee

Membership

Professional Development Subcommittee

Dr. Elissa Brown, representative of higher education and of the Virginia Association for the Gifted, served as the chair of the subcommittee on professional development. Members of the subcommittee included Ms. Harriet Dawson, Ms. Catherine Cottrell, Ms. Jane Freeman, Ms. Janice Leslie, Dr. David McKinney, and Mr. C. Earl Snyder.

Framework for Work Professional Development Subcommittee

The focus of this subcommittee was a broad examination of professional development practices within the framework of the *Regulations Governing the Educational Services for Gifted Students, 1995* (Appendix C) and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia, 2000* (Appendix C). The subcommittee also examined Peer Review Guidelines and the Annual Report, Programs for the Gifted (Appendix) from the Virginia Department of Education.

In addition, the subcommittee examined professional development practices within the context of the NAGC Pre-K – Grade 12 Gifted Program Standards (Appendix D) the NSDC Standards for Staff Development Revised (Appendix E). Members of the subcommittees also examined exemplary standards documents from several other states.

Research and Discussions Professional Development Subcommittee

In April 2002 a panel discussion centered on the issues of professional development necessary to support the delivery of services to gifted students was held at the committee's meeting. The panel discussion on professional development clarified the need for sustained professional development as a part of each school division's comprehensive professional development plans.

Members of the subcommittee agreed with the members of the panel that administrators of gifted education programs and gifted education resource teachers should be completing the gifted education add-on endorsement. Regular education teachers with identified gifted students in their classrooms should be completing professional development in gifted education as well as advanced coursework in specific disciplines. The subcommittee concluded that progress in such professional development should continue to be monitored through the Annual Report, Programs for the Gifted.

Additional discussions among subcommittee members based upon review of current research indicated that professional development should support the development of best practices in teaching the gifted to promote understanding of differences among gifted learners. This includes the understanding of cultural diversity and sensitivity to cultural uniqueness.

Finally, subcommittee members concluded that it was extremely important that professional development include extending continuing educational opportunities in instructional practices in gifted education to all teachers to promote these best practices in teaching all students. Such professional development opportunities would include support in teaching critical and creative thinking skills as well as in differentiation of instruction.

Recommendations

Professional Development Subcommittee

1. Provide the reference guide to school divisions as a structure to facilitate the integration of gifted professional development experiences within the context of general education professional development experiences as outlined through state and federal initiatives.
2. Monitor designation of an administrator for a school division's gifted education program through the Annual Report, Programs for the Gifted.
3. Monitor endorsement of administrators of gifted education programs through the Annual Report, Programs for the Gifted.
4. Continue to monitor training and endorsement of gifted education resource teachers and professional development for classroom teachers through the Annual Report, Programs for the Gifted.
5. Use standards and requirements included in the reference guide to design professional development opportunities for all teachers to support the development of appropriate gifted education services within the context of general education in order to provide a continuum of services to gifted learners.
6. Revisit opportunities for regional support with resource identification to extend professional development opportunities in gifted education.

Governor's Schools

A focus of the committee of the whole was the continuing examination of Virginia's Governor's Schools. The committee examined the Summer Residential, Academic-Year, and the Summer Regional Governor's Schools.

Summer Residential Programs

In 2003, the academic summer residential programs included humanities; mathematics/science/technology; medicine and life sciences; agriculture; and mentorships in engineering and marine science. The formal evaluation process is critical to maintaining both the quality of the summer residential programs and the quality of the selection process for these programs. The committee supports the continued evaluation of these programs directed by the Department of Education. The map of the 2003 Summer Residential Governor's Schools in Appendix G indicates all school divisions that sent at least one student to a summer program.

Academic-Year Governor's School Programs

The Commonwealth of Virginia is to be congratulated on the increase in the number of Academic-Year Governor's Schools. Since the establishment of the original schools in 1984, access to these programs has increased from 26 to 116 school divisions. Further, these programs are responding to local needs with a great deal of local autonomy. The map of the 2002-2003 Academic-Year Governor's Schools in Appendix G indicates the service areas for these programs.

Different regions of the commonwealth do have access to different programs. For example, only two fine and performing arts programs exist. Therefore, only students in the regions served by those programs have access to these programs. The subcommittee does recognize that some school divisions still have access to no academic-year programs.

To support the subcommittee in its research, VACEG visited both Maggie L. Walker Governor's School and Commonwealth Governor's School. Given the great variety in programs, both in delivery service models and in program focus, the continuing evaluation of these programs is critical to their success.

The directors of Academic-Year Governor's Schools have indicated that while the programs were structured differently and addressed different needs in different communities, there were at least three common themes among these programs:

- ◆ Each program has a unique community of learners,
- ◆ Each program works to be on the cutting edge of innovation, and
- ◆ Each program responds to the needs of its community and emphasizes the importance of real world experiences.

Summer Regional Governor's School Programs

These programs tend to be local schools, designed to meet the specific needs of the regions they serve. While most students are transported daily, at program expense, to a central site, three programs are residential in nature: Valley/Ridge participants reside on the James Madison University campus in Harrisonburg, Southside participants reside at the state park at False Cape, and UVA-Wise participants reside at that campus in Southwest Virginia. A formal evaluation process is critical to maintain quality in these numerous Summer Regional Governor's School programs. The map of the 2003 Summer Regional Governor's Schools in Appendix G indicates the service areas for these programs.

Balance of Governor's School Programs

Balancing Academic-Year Governor's Schools and Summer Regional Governor's Schools with Summer Residential Programs is necessary to support access to such programs for students across the commonwealth. Not all school divisions have access to an Academic-Year Governor's School Program. Most school divisions have access to only one type of Academic-Year Governor's School. The Summer Residential Programs

provide a balance by supporting a range of opportunities available to students in any given school division.

Recommendations Governor's Schools

1. Continue to support a structured evaluation process for Summer Residential, Academic-Year, and Summer Regional Governor's Schools to maintain the quality of these programs.
2. Continue to support the effort to increase the number of students who participate in the Summer Residential, Academic-Year, and Summer Regional Governor's School Programs.

General Commendations and Recommendations

- ◆ The committee provides the sections of the Reference Guide for the Development and Evaluation of Local Plans in response to the request of the Board of Education and the Virginia Department of Education. The committee commends the board for its request for such a document and supports the use of this document for the following general purposes:
 - ◆ Improvement in planning for identification of gifted students in all populations,
 - ◆ Improvement in the range of services provided for students identified for gifted services,
 - ◆ Improvement in the connection between gifted education and general education to provide more comprehensive services to students,
 - ◆ Improvement in the connection between gifted education and general education to support more comprehensive staff development, and
 - ◆ Improvement in the evaluation of local gifted education plans.
- ◆ The committee commends the collection of data through the Annual Report, Programs for the Gifted and supports the continuing collection and analysis of such data.
- ◆ The committee commends the establishment of language in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* to support training for teachers who teach identified gifted students. The committee supports an examination of possible regional support for such training.
- ◆ The committee commends the collection of data on Virginia Governor's School Programs and supports continuing review of the data to assess the following:
 - ◆ The quality of these programs, including Summer Residential, Academic-Year, and Summer Regional Governor's Schools.
 - ◆ The opportunity for access to such programs from students in all school divisions in the commonwealth.

Conclusion

The Virginia Advisory Committee for the Education of the Gifted submits this report with the objective of providing information to support the decision-making processes of the Virginia Department of Education and of the Board of Education. It is the goal of the committee to fulfill its function of serving as an advisory body through providing information and recommendations to support the improvement of Gifted Education Services throughout the Commonwealth of Virginia.

Appendices

**Reference Guide for Local Gifted Plan Development and Evaluation
Identification Component**

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	LOCAL PLAN REQUIREMENTS PLAN REVIEW CRITERIA	BENCHMARK INDICATORS ANNUAL REPORT
Each school division shall establish a uniform procedure with common criteria for screening and identification of gifted students. 8 VAC 20-40-40 A	A comprehensive and cohesive division process for student nomination must be coordinated in order to determine eligibility for gifted education services. National Association for Gifted Children (NAGC) Standards: Identification 1	Goals: This section includes the division's five-year goals for each of the five components listed below. These goals serve as the targets against which the division will evaluate its growth and development. Identification Curriculum Development Delivery of Services Staff Development Parent and Community Involvement Virginia Department of Education Peer Review Guidelines (VDOE Guidelines) Part I, Section C	
These [identification] procedures will permit referrals from school personnel, parents, or legal guardians, other persons of related expertise, peer referral, and self referral of those students believed to be gifted. 8 VAC 20-40-40 A	The school district should provide information annually regarding the process for nominating students for gifted education programming services in a variety of languages. NAGC Standards: Identification 1.0E The nomination process should be ongoing and screening of any student should occur at any time. NAGC Standards: Identification 1.1E Nomination procedures and forms should be available in a variety of languages. NAGC Standards: Identification 1.2E	Plan describes the screening process used to create a pool of potential candidates, K-12 for any area of giftedness. VDOE Guidelines: Part II, Section B, Item 1a Plan describes how direct referrals are solicited; who can refer; how appropriate forms are obtained; to whom those forms are returned; timeline for their acceptance; how information about the referral process is made available to parents of students K-12 and others. VDOE Guidelines: Part II, Section B, Item 1b	Annual Report, Programs for the Gifted (annual report) indicates that referrals are received from all segments of the school community.
Pertinent information, records, and other performance evidence of referred students will be examined by a building-level or division-level identification committee. Further, the committee(s) will determine the eligibility of the referred students for differentiated program services. 8 VAC 20-40-40 A	A comprehensive and cohesive division process for student nomination must be coordinated in order to determine eligibility for gifted education services. NAGC Standards: Identification 1 A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention. NAGC Standards: Identification 3	Plan includes description of the membership and organization of the school-based or division-wide identification/placement committee that includes an advocate for the child. VDOE Guidelines: Part II, Section B, Item 3 Plan describes how the committee determines which of its programs demonstrate a match between the assessed potential of the student and options provided.	

Reference Guide for Local Gifted Plan Development and Evaluation
Identification Component

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	LOCAL PLAN REQUIREMENTS PLAN REVIEW CRITERIA	BENCHMARK INDICATORS ANNUAL REPORT
		<i>VDOE Guidelines: Part II, Section B, Items 5 & 6a</i>	
Each school division shall maintain division review procedures for students whose cases are appealed. This procedure shall involve individuals, the majority of whom did not serve on the Identification/Placement Committee. 8 VAC 20-40-40 B	Written procedures for student identification must include at the very least provisions for the informed consent, student retention, student reassessment, student exiting, and appeals procedures. NAGC Standards: Identification 5	Plan describes how the appeals process works; the members of or how the committee is established; and provides the timeline from the point that an appeals is received until the division responds formally to it. VDOE Guidelines: Part II, Section B, Items 7 & 8c	
Eligibility of students for programs for the gifted shall be based on multiple criteria for screening and identification established by the school division... Multiple criteria shall include four more of the following categories: <ol style="list-style-type: none"> 1. Assessment of appropriate students products, performance, and/or portfolios 2. Record of observation of in-classroom behavior 3. Appropriate rating scales, checklists, and/or questionnaires 4. Individual interview 5. Individual or group administered aptitude tests 6. Individual or group administered achievement tests 7. Record of previous accomplishments (such as awards, honors, grades, etc.) 8. Additional valid and reliable measures or procedures Inclusion of a test score in a	All student identification procedures and instruments must be based on current theory and research. NAGC Standards: Identification 4 Student assessment data should come from multiple assessment methods. NAGC Standards: Identification 4.0 E Student assessment data should represent an appropriate balance of reliable and valid quantitative and qualitative measures. NAGC Standards: Identification 4.1E	Plan identifies four or more criteria to be used in the identification/ placement process. VDOE Guidelines: Part II, Section B, Item 2 Plan includes an identification procedures that clearly specifies how elements are collected; who administers which instruments; who collects and summarizes information used to lead to an eligibility decision. VDOE Guidelines: Part II, Section B, Item 4a Plan describes how eligibility decisions are made. VDOE Guidelines: Part II, Section B, Item 4b Plan includes a statement that the division does not allow any one single criterion to deny or guaranteed access to gifted program services. VDOE Guidelines: Part II, Section B, Item 4c	

Reference Guide for Local Gifted Plan Development and Evaluation
Identification Component

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	LOCAL PLAN REQUIREMENTS PLAN REVIEW CRITERIA	BENCHMARK INDICATORS ANNUAL REPORT
division identification plan does not indicate that an individual student must score at a prescribed level on the test(s) to be admitted to a program. No single criterion shall be used in determining students who qualify for, or are denied access to, programs for the gifted. 8 VAC 20-40-50			
Eligibility of students for programs for the gifted shall be...designed to seek out high aptitude in all populations. 8 VAC 20-40-50	Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths. NAGC Standards: Identification 2	Plan describes specific strategies to be used to screen and identify special populations of gifted learners. (<i>This includes groups identified in the "No Child Left Behind" federal legislation.</i>) VDOE Guidelines: Part II, Section B, Item 1c	Annual report indicates the demographic composition of those students referred for evaluation. Annual report indicates the demographic composition of those students receiving gifted education services.
If a program is designed to address general intellectual aptitude, aptitude measures must be included as one of the categories in the division identification plan. If a program is designed to address specific academic aptitude, an achievement or an aptitude measure in the specific academic area must be included as one of the categories in the division identification plan. If a program is designed to address either the visual/performing arts or technical/practical arts aptitude, a performance measure in the specific aptitude must be used. 8 VAC 20-40-50	Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths. NAGC Standards: Identification 2 A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention. NAGC Standards: Identification 3 An assessment profile should reflect the gifted learner's interests, learning styles, and educational needs. NAGC Standards: Identification 3.1E Student placement data should be collected using an appropriate balance of reliable and valid quantitative and qualitative measures with adequate evidence of reliability and validity for the purpose of identification. NAGC Standards: Identification 5.0E	Plan identifies four or more criteria to be used in the identification/placement process; includes names, dates, or versions of tests where appropriate. Separate forms should be provided for each program, or items should be clearly marked to indicate in which program specific measures are used. VDOE Guidelines: Part 11, Section B, Item 2a	

Reference Guide for Local Gifted Plan Development and Evaluation
Identification Component

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	LOCAL PLAN REQUIREMENTS PLAN REVIEW CRITERIA	BENCHMARK INDICATORS ANNUAL REPORT
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. Modifications to the plan shall be reported to the Department of Education on dates specified by the Department. The plan shall include the components as follows: 8 VAC 20-40-60 A</p>	<p>A comprehensive and cohesive division process for student nomination must be coordinated in order to determine eligibility for gifted education services. NAGC Standards: Identification 1 District guidelines and procedures should be reviewed and revised when necessary. NAGC Standards: Identification 5.1E</p>	<p>Plan provides one goal statement in each of the following components of gifted education: Identification Curriculum Development Delivery of Services Staff Development Parent and Community Involvement VDOE Guidelines Part I, Section C Plan provides a series of objectives and activities to support the goal statement(s) indicated in Part I of the plan. VDOE Guidelines Part III, Item a Plan provides evidence that a goal, objective, activity, and timeline are in place. VDOE Guidelines Part III, Item b</p>	<p>Annual report indicates referrals at all levels from kindergarten through secondary graduation.</p>
<p>3. Procedures for the early and on-going identification and placement of gifted students beginning with kindergarten through secondary graduation, in at least one of the four defined areas of giftedness. 8 VAC 20-40-60 A</p>	<p>Assessment should be responsive to students' economic conditions, gender, ethnicity, language, developmental differences, and handicapping conditions. NAGC Standards: Identification 2.1E Students identified in all designated areas of giftedness within a school district should be assessed consistently across grade levels. NAGC Standards: Identification 2.2E Student assessments should be sensitive to all stages of talent development. NAGC Standards: Identification 2.3E</p>	<p>Plan indicates that the division offers services continuously in either General Intellectual Aptitude or Specific Academic Aptitude, grades K-12. Services for Visual and Performing Arts or Practical and Technical Arts are optional. VDOE Guidelines: Part II, Section A Plan describes the screening process used to create a pool of potential candidates, K-12. VDOE Guidelines: Part II, Section B, Item 1a Plan describes specific strategies to be used to screen and identify special populations of gifted learners. VDOE Guidelines: Part II, Section B, Item 1c</p>	<p>Annual report indicates referrals at all levels from kindergarten through secondary graduation.</p>
<p>4. A procedure for notifying parents/legal guardians when additional testing or additional information is required during the identification process and for obtaining permission prior to the</p>	<p>Written procedures for student identification must include at the very least provisions for the informed consent, student retention, student reassessment, student exiting, and appeals procedures. NAGC Standards: Identification 5</p>	<p>Plan describes how direct referrals are solicited; who can refer; how appropriate forms are obtained; to whom those forms are returned; timeline for their acceptance; how information about the referral process is made available to parents of students, K-</p>	

**Reference Guide for Local Gifted Plan Development and Evaluation
Identification Component**

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	LOCAL PLAN REQUIREMENTS PLAN REVIEW CRITERIA	BENCHMARK INDICATORS ANNUAL REPORT
<p>placement of students in an appropriate program. 8 VAC 20-40-60 A</p>		<p>12 and others. VDOE Guidelines: Part II, Section B, Item 1b Plan describes when (at what stages) parents will be notified about placement decisions, diagnostic re-evaluation, or other prescribed monitoring of student progress. VDOE Guidelines: Part II, Section B, Item 5 & 6b Plan clearly indicates the specific amount of time the division has to make eligibility decisions based on direct referrals from parents, school staff, or other persons. VDOE Guidelines: Part II, Section B, Item 4e</p>	
<p>5. A policy for notifying gifted students' change of placement within, and exit from a program, which includes an opportunity for parents who disagree with the committee(s) decision to meet and discuss their concern(s) with an appropriate administrator. 8 VAC 20-40-60 A</p>	<p>Written procedures for student identification must include at the very least provisions for the informed consent, student retention, student reassessment, student exiting, and appeals procedures. NAGC Standards: Identification 5</p>	<p>Plan notes whether, how, and when reevaluation takes place; and how this differs from a change in services request. VDOE Guidelines: Part II, Section B, Item 7 & 8a Plan notes who can initiate a change in services request; how students may be exited from the program; and whether or not they remain eligible for services VDOE Guidelines: Part II, Section B, Item 7 & 8b Plan describes how the appeals process works; the members of or how the committee is established; and provides a timeline from the point that an appeal is received until the division responds formally to it. VDOE Guidelines: Part II, Section B, Item 7 & 8c</p>	
<p>A. The [local] plan shall include the components as follows: 8 VAC 20-40-60 A</p>			

**Reference Guide for Local Gifted Plan Development and Evaluation
Identification Component**

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	LOCAL PLAN REQUIREMENTS PLAN REVIEW CRITERIA	BENCHMARK INDICATORS ANNUAL REPORT
6. Assurances that records are maintained according to "Management of Student's Scholastic Record in the Public Schools in Virginia."		Plan includes assurances that records are maintained according to Management of Student's Scholastic Record in the Public Schools in Virginia. VDOE Guidelines: Part IV, Section B	
7. Assurances that (I) testing and evaluation materials selected and administered are sensitive to cultural, racial, and linguistic differences.	Assessments should be provided in a language in which the student is most fluent, if available. NAGC Standards: Identification 2.0 Assessment should be responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices. NAGC Standards: Identification 2.1E Student assessment should be sensitive to all stages of talent development. NAGC Standards: Identification 2.3E	Plan includes assurance that testing and evaluative materials selected and administered are sensitive to cultural, racial, and linguistic differences. <i>(This includes groups identified in the "No Child Left Behind" federal legislation.)</i> VDOE Guidelines: Part IV, Section B	
7. Assurances that (ii) identification procedures are constructed so that they identify high potential/ability in all underserved culturally diverse, low socio-economic, and disabled populations.	Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths. NAGC Standards: Identification 2 Assessment should be responsive to students' economic conditions, gender, developmental differences, handicapping conditions and other factors that mitigate against fair assessment practices. NAGC Standards: Identification 2.1E	Plan includes assurances that identification procedures are constructed so that they identify high potential/ability in all underserved culturally diverse, low socio-economic, and disabled populations. VDOE Guidelines: Part IV, Section B	
7. Assurances that (iii) standardized tests have been validated for the specific purposes for which they are used.	All student identification procedures and instruments must be based on current theory and research. NAGC Standards: Identification 4	Plan includes assurances that standardized tests have been validated for the specific purpose for which they are used. VDOE Guidelines: Part IV, Section B	
7. Assurances that (iv) instruments are administered and interpreted by trained personnel in conformity with the instructions of their producers.	All student identification procedures and instruments must be based on current theory and research. NAGC Standards: Identification 4	Assurances that instruments are administered and interpreted by trained personnel in conformity with the instructions of their producers. VDOE Guidelines: Part IV, Section B	

Reference Guide for Local Gifted Plan Development and Evaluation
Professional Development Component

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS PLAN REVIEW CRITERIA	BENCHMARK INDICATORS ANNUAL REPORT
A. The [local] plan shall include the components as follows: 8 VAC 20-40-60 A			
11. Procedures for the selection/evaluation of teachers and for the training of personnel to include administrators/supervisors, teachers, and support staff. 8 VAC 20-40-60 A	A comprehensive staff development program must be provided for all school staff involved in the education of gifted learners. National Association for Gifted Children (NAGC) Standards: Professional Development 1	Plan indicates methods used to select teachers of the gifted. Virginia Department of Education Peer Review Guidelines (VDOE Guidelines) Part II, Section E, Item 2 Plan indicates methods used to evaluate teachers of the gifted. VDOE Guidelines: Part II, Section E, Item 3c	Annual Report, Programs for the Gifted (annual report) data on number of designated gifted education teachers with gifted endorsement. Annual report data on number of designated gifted education teachers with advanced degrees in field. Annual report data on number of designated gifted education teachers with degrees in gifted education. Annual report data on number of designated gifted education teachers with local training.
STANDARDS OF ACCREDITATION			
REGULATIONS ESTABLISHING STANDARDS FOR ACCREDITING PUBLIC SCHOOLS IN VIRGINIA Program of instruction and learning objectives B. Instruction shall be designed to accommodate all students, including those with disabilities, and those identified as gifted/talented, and those who have limited English proficiency. Each school shall provide students identified as gifted/talented with instructional programs taught by teachers with special training or experience in working with gifted/talented students. 8 VAC 20-131-70	Only qualified personnel should be involved in the education of gifted learners. NAGC Standards: Professional Development 2 All personnel working with gifted learners should participate in regular staff development programs. NAGC Standards: Professional Development 2.0E All specialist teachers in gifted education should possess a certification/specialization or degree in gifted education. NAGC Standards: Professional Development 2.1E Only teachers with advanced expertise in gifted education should have primary	Plan indicates by title and area of giftedness, those teachers considered full-time teachers of the gifted and the required training they must have to teach students identified as gifted. VDOE Guidelines: Part II, Section E, Item 1a Plan indicates by title and area of giftedness, those teachers considered part-time teachers of the gifted and the required training they must have to teach students identified as gifted. VDOE Guidelines: Part II, Section E, Item 1b.	Annual report data on number of designated gifted education teachers with gifted endorsement. Annual report data on number of designated gifted education teachers with advanced degrees in field. Annual report data on number of designated gifted education teachers with degrees in gifted education. Annual report data on number of designated gifted education teachers with local training.

Reference Guide for Local Gifted Plan Development and Evaluation
Professional Development Component

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS PLAN REVIEW CRITERIA	BENCHMARK INDICATORS ANNUAL REPORT
	responsibility for the education of gifted learners. NAGC Standards: Professional Development 2.2E		
A. The [local] plan shall include the components as follows: 8 VAC 20-40-60 A 11. Procedures for the...training of personnel to include administrators/supervisors, teachers, and support staff. 8 VAC 20-40-60 A	Context Standards Staff development that improves the learning for all students. National Staff Development Council's Standards for Staff Development – 2001	Goals: This section includes the division's five-year goals for each of the following five components listed below. These goals serve as targets against which the division will evaluate its growth and development. Identification Curriculum Development Delivery of Services Staff Development Parent and Community Involvement VDOE Guidelines: Part I, Section C.	Annual report data on number of designated gifted education teachers with gifted endorsement. Annual report data on number of designated gifted education teachers with advanced degrees in field. Annual report data on number of designated gifted education teachers with degrees in gifted education. Annual report data on number of designated gifted education teachers with local training.
	Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities) National Staff Development Council's Standards for Staff Development – 2001	Using the goals established in Part I, Section C, the five-year plan will be submitted. VDOE Guidelines: Part III Plan for the Education of the Gifted School Division Staff Development Plan	
	Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership) National Staff Development Council's Standards for Staff Development – 2001	VDOE Guidelines: Part III Plan for the Education of the Gifted School Division Staff Development Plan	

Reference Guide for Local Gifted Plan Development and Evaluation
Professional Development Component

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS PLAN REVIEW CRITERIA	BENCHMARK INDICATORS ANNUAL REPORT
	Requires resources to support adult learning and collaboration. (Resources) National Staff Development Council's Standards for Staff Development – 2001	VDOE Guidelines: Part III Plan for the Education of the Gifted School Division Staff Development Plan	
A. The [local] plan shall include the components as follows: 8 VAC 20-40-60 A 11. Procedures for the...training of personnel to include administrative/supervisors, teachers, and support staff. 8 VAC 20-40-60 A	Process Standards Staff development that improves the learning of all students. National Staff Development Council's Standards for Staff Development – 2001	Goals: This section includes the division's five-year goals for each of the following five components listed below. These goals serve as targets against which the division will evaluate its growth and development. Identification Curriculum Development Delivery of Services Staff Development Parent and Community Involvement VDOE Guidelines: Part I, Section C.	Annual report data on number of designated gifted education teachers with gifted endorsement. Annual report data on number of designated gifted education teachers with advanced degrees in field. Annual report data on number of designated gifted education teachers with degrees in gifted education. Annual report data on number of designated gifted education teachers with local training.
	Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven) National Staff Development Council's Standards for Staff Development – 2001	VDOE Guidelines: Part III Plan for the Education of the Gifted School Division Staff Development Plan	
	Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation) National Staff Development Council's Standards for Staff Development – 2001	VDOE Guidelines: Part III Plan for the Education of the Gifted School Division Staff Development Plan	
A. The [local] plan shall include the components as follows: 8 VAC 20-40-60 A 11. Procedures for the...training of	Process Standards Staff development that improves the learning of all students. National Staff Development Council's	Goals: This section includes the division's five-year goals for each of the following five components listed below. These goals	Annual report data on number of designated gifted education teachers with gifted endorsement. Annual report data on number of

Reference Guide for Local Gifted Plan Development and Evaluation
Professional Development Component

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS PLAN REVIEW CRITERIA	BENCHMARK INDICATORS ANNUAL REPORT
personnel to include administrative/supervisors, teachers, and support staff. 8 VAC 20-40-60 A	<i>Standards for Staff Development – 2001</i>	serve as targets against which the division will evaluate its growth and development. Identification Curriculum Development Delivery of Services Staff Development Parent and Community Involvement VDOE Guidelines: Part I, Section C.	designated gifted education teachers with advanced degrees in field. Annual report data on number of designated gifted education teachers with degrees in gifted education. Annual report data on number of designated gifted education teachers with local training.
	Prepares educators to apply research to decision-making. (Research-Based) <i>National Staff Development Council's Standards for Staff Development – 2001</i>	<i>VDOE Guidelines: Part III Plan for the Education of the Gifted School Division Staff Development Plan</i>	
	Uses learning strategies appropriate to the intended goal. (Design) <i>National Staff Development Council's Standards for Staff Development – 2001</i>	<i>VDOE Guidelines: Part III Plan for the Education of the Gifted School Division Staff Development Plan</i>	
	Applies knowledge about human learning and change. (Learning) <i>National Staff Development Council's Standards for Staff Development – 2001</i>	<i>VDOE Guidelines: Part III Plan for the Education of the Gifted School Division Staff Development Plan</i>	
	Provides educators with the knowledge and skills to collaborate. (Collaboration) <i>National Staff Development Council's Standards for Staff Development – 2001</i>	<i>VDOE Guidelines: Part III Plan for the Education of the Gifted School Division Staff Development Plan</i>	
A. The [local] plan shall include the components as follows: 8 VAC 20-40-60 A 11. Procedures for the...training of personnel to include administrative/	<i>Content Standards</i> Staff development that improves the learning of all students. <i>National Staff Development Council's Standards for Staff Development –</i>	Goals: This section includes the division's five-year goals for each of the following five components listed below. These goals serve as targets against which the division	Annual report data on number of designated gifted education teachers with gifted endorsement. Annual report data on number of designated gifted education

Reference Guide for Local Gifted Plan Development and Evaluation
Professional Development Component

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS PLAN REVIEW CRITERIA	BENCHMARK INDICATORS ANNUAL REPORT
supervisors, teachers, and support staff. 8 VAC 20-40-60 A	2001	will evaluate its growth and development. Identification Curriculum Development Delivery of Services Staff Development Parent and Community Involvement VDOE Guidelines: Part I, Section C.	teachers with advanced degrees in field. Annual report data on number of designated gifted education teachers with degrees in gifted education. Annual report data on number of designated gifted education teachers with local training.
	Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity) National Staff Development Council's Standards for Staff Development – 2001	VDOE Guidelines: Part III Plan for the Education of the Gifted School Division Staff Development Plan	
	Deepens educators content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments. (Quality Teaching) National Staff Development Council's Standards for Staff Development – 2001	VDOE Guidelines: Part III Plan for the Education of the Gifted School Division Staff Development Plan	
	Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement) National Staff Development Council's Standards for Staff Development – 2001	VDOE Guidelines: Part III Plan for the Education of the Gifted School Division Staff Development Plan	

**Recommendations from the
VACEG 19th Annual Report**

Best Practices

Subcommittee Recommendations

1. Establish a sub-committee within the Virginia Advisory Committee for Gifted Education for 2001-2003 to examine the relationship between general education and gifted education.
2. Continue to collect and publish statewide data through Annual Report of Services for Gifted Students on the following areas:
 - ❑ identification procedures and results
 - ❑ continuum of services offerings
 - ❑ teacher training
3. Analyze published data from Annual Report of Services for Gifted Students to make recommendations to provide information and support to local school divisions.
4. Provide support for the establishment of a peer review structure for the regular and systematic evaluation of gifted education programs.

Standards of Learning and Standards of Accreditation

Subcommittee Recommendations

1. Monitor relationship of Standards of Learning tests and gifted learners through the Annual Report of Services for Gifted Students.
2. Monitor endorsement of administrators of gifted education programs through the Annual Report of Services for Gifted Students.
3. Monitor training and endorsement of gifted education resource teachers and staff development for classroom teachers through the Annual Report of Services for Gifted Students.
4. Review efforts to increase regional support for staff development in gifted education. Such support might be provided through Best Practices Centers or through Technical Training and Assistance Centers.

**Recommendations from the
VACEG 19th Annual Report**

**Governor's School
Subcommittee Recommendations**

1. Continue to support structured evaluation processes for Academic-Year, Summer Residential, and Summer Regional Governor's School programs to maintain the quality of these programs.
2. Continue to analyze and evaluate the effectiveness of the funding formula for state and local aid to Academic-Year Governor's School programs.
3. Continue to analyze and provide information indicating the impact of the change in funding procedures on access of students to Summer Residential Governor's School programs.
4. Continue to support the effort to increase the number of students and school divisions with access to Academic-Year, Summer Residential, and Summer Regional Governor's School Programs.
5. Continue to support the management of the Governor's School Web site to provide accurate and timely information.

Department of Education
Regulations Governing Educational Services for Gifted Students

(8 VAC 20-40-10 through 8 VAC 20-40-70)
Adopted by the Board of Education, Commonwealth of Virginia
February 25, 1993

PREAMBLE

Article VIII, Section 1 of the Virginia Constitution delineates the General Assembly's responsibility for education as follows:

"... shall provide for a system of free public elementary and secondary schools for all children of school age throughout the Commonwealth and shall seek to ensure that an educational program of high quality is established and continually maintained."

Section 2 of Article VIII requires the Board of Education to prescribe "... Standards of Quality for the several school divisions. . ." Standard 1 of such Standards of Quality, as enacted by the General Assembly, requires each school division to "...conduct a program acceptable to the Board of Education for the early identification of gifted and talented students." It is further stated that "...each school division shall offer appropriately differentiated instructional opportunities in accordance with guidelines of the Board of Education for identified gifted and talented students."

The requirements which follow set forth procedures for the development and operation of divisionwide special services for gifted students. These requirements, when coupled with the Virginia Plan for the Gifted, provide guidelines to meet the aforesaid statutory requirements.

8 VAC 20-40-10. Applicability

These Regulations shall apply to all school divisions in the Commonwealth.

*Effective date: February 22, 1995 as per Virginia Register of Regulations, Vol. II, Issue 9

8 VAC 20-40-20. Definitions

The words and terms, when used in these Regulations, shall have the following meaning, unless the content clearly indicates otherwise:

"Appropriately Differentiated Curricula" for gifted students refer to curricula designed in response to their cognitive and affective needs. Such curricula provide emphasis on both accelerative and enrichment opportunities for advanced content and pacing of instruction, original research or production, problem finding and solving, higher level thinking that leads to the generation of products, and a focus on issues, themes, and ideas within and across areas of study.

"Gifted Students" means those students in public elementary and secondary schools beginning with kindergarten through graduation whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated abilities and who have evidence of high performance capabilities, which may include leadership, in one or more of the following areas:

1. Intellectual Aptitude(s). Students with advanced aptitude or conceptualization whose development is accelerated beyond their age peers as demonstrated by advanced skills, concepts, and creative expression in multiple general intellectual ability or in specific intellectual abilities.
2. Specific Academic Aptitude. Students with specific aptitudes in selected academic areas: mathematics; the sciences; and/or the humanities as demonstrated by advanced skills, concepts, and creative expression in those areas.
3. Technical and Practical Arts Aptitude. Students with specific aptitudes selected technical or practical arts as demonstrated by advanced skills and creative expression in those areas to the extent they need and can benefit from specifically planned educational services differentiated from those provided by the general program experience.
4. Visual or Performing Arts Aptitude. Students with specific aptitudes in selected visual or performing arts as demonstrated by advanced skills and creative expression who excel consistently in the development of a product or performance in any of the visual and performing arts to the extent that they need and can benefit from specifically planned educational services differentiated from those generally provided by the general program experience.

"Identification" is the process of reviewing student data collected at the screening level and conducting further evaluation of student potential to determine the most qualified students for the specific gifted services available.

"Identification/Placement Committee" means a standing committee which is composed of a professional who knows the child, classroom teacher(s), others representing assessment specialists, gifted program staff, school administration, and others deemed appropriate. This committee may operate at the school or division level. In either case, consistent criteria must be established for the division.

"Placement" means the determination of the appropriate educational option(s) for each eligible student.

"Screening" is the process of creating the pool of potential candidates using multiple criteria through the referral process, review of test data, or from other sources. Screening is the active search for students who should be evaluated for identification.

"Service Options" include the instructional approach(es), setting(s), and staffing selected for the delivery of appropriate service(s) that are based on student needs.

"Student Outcomes" are specified expectations based on the assessment of student cognitive and affective needs. Such outcomes should articulate expectations for advanced levels of performance for gifted learners.

8 VAC 20-40-30. Applicability

The requirements set forth in this section are applicable to school divisions providing educational services for gifted students in elementary and secondary schools from kindergarten through graduation.

8 VAC 20-40-40. Identification

A. Each school division shall establish a uniform procedure with common criteria for screening and identification of gifted students. If the school division elects to identify students with specific academic aptitudes, they shall include procedures for identification and service in mathematics, science and the humanities. These procedures will permit referrals from school personnel, parents, or legal guardians, other persons of related expertise, peer referral and self-referral of those students believed to be gifted. Pertinent information, records, and other performance evidence of referred students will be examined by a building level or division level identification committee. Further, the committee(s) will determine the eligibility of the referred students for differentiated program services. Students who are found to be eligible by the Identification/Placement Committee shall be offered differentiated program services by the school division.

B. Each school division shall maintain a division review procedure for students whose cases are appealed. This procedure shall involve individuals, the majority of whom did not serve on the Identification/Placement Committee.

8 VAC 20-40-50. Criteria for Screening and Identification

Eligibility of students for programs for the gifted shall be based on multiple criteria for screening and identification established by the school division, and designed to seek out high aptitude in all populations. Multiple criteria shall include four or more of the following categories:

1. Assessment of appropriate student products, performance, and/or portfolio;
2. Record of observation of in-classroom behavior;
3. Appropriate rating scales, checklists, and/or questionnaires;
4. Individual interview;

5. Individual or group aptitude tests;
6. Individual or group achievement tests;
7. Record of previous accomplishments (such as awards, honors, grades, etc.)
8. Additional valid and reliable measures or procedures.

If a program is designed to address general intellectual aptitude, aptitude measures must be included as one of the categories in the division identification plan. If a program is designed to address specific academic aptitude, an achievement or an aptitude measure in the specific academic area must be included as one of the categories in the division identification plan. If a program is designed to address either the visual/performing arts or technical/practical arts aptitude, a performance measure in the specific aptitude area must be used. Inclusion of a test score in a division identification plan does not indicate that an individual student must score at a prescribed level on the test(s) to be admitted to a program. No single criterion shall be used in determining students who qualify for, or are denied access to, programs for the gifted.

8 VAC 20-40-60. Local Plan

A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. Modifications to the plan shall be reported to the Department of Education on dates specified by the Department. The plan shall include the components as follows:

1. A statement of philosophy;
2. A statement of program goals and objectives;
3. Procedures for the early and ongoing identification and placement of gifted students beginning with kindergarten through secondary graduation, in at least one of the four defined areas of giftedness;
4. A procedure for notifying parents/legal guardians when additional testing or additional information is required during the identification process and for obtaining permission prior to placement of students in an appropriate program.
5. A policy for notifying gifted students' change of placement within, and exit from a program, which includes an opportunity for parents who disagree with the committee(s) decision to meet and discuss their concern(s) with an appropriate administrator;
6. Assurances that records are maintained according to "Management of Student's Scholastic Record in the Public Schools of Virginia;"
7. Assurances that (i) testing and evaluative materials selected and administered are sensitive to cultural, racial, and linguistic differences, (ii) identification

procedures are constructed so that they identify high potential/ability in all underserved culturally diverse, low socio-economic, and disabled populations; (iii) standardized tests have been validated for the specific purpose for which they are used; (iv) instruments are administered and interpreted by trained personnel in conformity with the instructions of their producer;

8. A procedure to identify and evaluate student outcomes based on the initial and ongoing assessment of their cognitive and affective needs;

9. A procedure to match service options, including instructional approach(es), setting(s), and staffing, to designated student needs;

10. A framework for appropriately differentiated curricula indicating accelerative and enrichment opportunities in content, process, and product;

11. Procedures for the selection/evaluation of teachers and for the training of personnel to include administrators/supervisors, teachers, and support staff;

12. Procedures for the appropriate evaluation of the effectiveness of the school division's program for gifted students.

13. Other information as required by the Department of Education.

B. Each school division shall establish a local advisory committee composed of parents, school personnel and other community members. This committee shall reflect the ethnic and geographical composition of the school division. The purpose of this committee shall be to advise the school board through the division superintendent of the educational needs of all gifted students in the division. As a part of this goal, the committee shall review annually the local plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The recommendations of the advisory committee shall be submitted in writing through the division superintendent to the school board.

8 VAC 20-40-70. Funding

State funds administered by the Department of Education for the education of gifted students shall be used to support only those services identified in the school division's plan as approved by the Board of Education.

Statutory Authority: §22.1-16 and §22.1-253.13.1 of the *Code of Virginia*

Historical Notes

Derived from VR 270-01-002 §2.5; eff. June 25, 1986; amended Virginia Register Volume 11, Issue 9, eff. February 27, 1995.

Pre-K–Grade 12 Gifted Program Standards



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Introduction

This document delineates both *requisite* and *exemplary* standards for gifted education programming, and depicts pre-collegiate gifted programming standards for gifted education, representing a range of minimal, or requisite, and exemplary, or visionary, levels of performance. These standards may serve as benchmarks for measuring programming effectiveness; criteria for program evaluation; guidelines for program development; and recommendations for minimal requirements for high-quality gifted education programming.

Several **organizing principles** guided the work of the task force, including:

- Standards should encourage but not dictate approaches of high quality.
- Standards represent both requisite program outcomes and standards for excellence.
- Standards establish the level of performance to which all educational school districts and agencies should aspire.
- Standards represent professional consensus on critical practice in gifted education that most everyone is likely to find acceptable.
- Standards are observable aspects of educational programming and are directly connected to the continuous growth and development of gifted learners.

Definitions of some terms may be found on the back cover.

Definitions

Gifted education programming is a coordinated and comprehensive structure of informal and formal services provided on a continuing basis intended to effectively nurture gifted learners.

A standard is a designated level of performance that programming must achieve for the criteria to be deemed a success (Worthen, Sanders, & Fitzpatrick, 1997).

Gifted learners are “children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment” (U. S. Dept. of Education, 1993, p.3).

Minimum standards include requisite conditions for acceptable gifted education programming practice.

Exemplary standards designate desirable and visionary conditions for excellence in gifted education programming practice.

Task Force Membership

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References

- U. S. Department of Education. (1993). *National excellence: A case for developing America's talent*. Washington, D. C.: Author.
- Worthen, B. R., Sanders, J. R., & Fitzpatrick, J. L. (1997). *Program evaluation: Alternative approaches and practical guidelines* (second edition). New York: Longman.
- Texas Education Agency. (1996). *Texas state plan for the education of gifted/talented students*. Austin, TX: Author.

Gifted Education Programming Criterion: Student Identification

Description: Gifted learners must be assessed to determine appropriate educational services.

Guiding Principles	Minimum Standards	Exemplary Standards
1. A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for gifted education services.	<p>1.0M Information regarding the characteristics of gifted students in areas served by the district must be annually disseminated to all appropriate staff members.</p> <p>1.1M All students must comprise the initial screening pool of potential recipients of gifted education services.</p> <p>1.2M Nominations for services must be accepted from any source (e.g., teachers, parents, community members, peers, etc.).</p> <p>1.3M Parents must be provided information regarding an understanding of giftedness and student characteristics.</p>	<p>1.0E The school district should provide information annually, in a variety of languages, regarding the process for nominating students for gifted education programming services.</p> <p>1.1E The nomination process should be ongoing and screening of any student should occur at anytime.</p> <p>1.2E Nomination procedures and forms should be available in a variety of languages.</p> <p>1.3E Parents should be provided with special workshops or seminars to get a full meaning of giftedness.</p>
2. Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths.	<p>2.0M Assessment instruments must measure the capabilities of students with provisions for the language in which the student is most fluent, when available.</p> <p>2.1M Assessments must be culturally fair.</p> <p>2.2M The purpose(s) of student assessments must be consistently articulated across all grade levels.</p> <p>2.3M Student assessments must be sensitive to the current stage of talent development.</p>	<p>2.0E Assessments should be provided in a language in which the student is most fluent, if available.</p> <p>2.1E Assessment should be responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices.</p> <p>2.2E Students identified in all designated areas of giftedness within a school district should be assessed consistently across grade levels.</p> <p>2.3E Student assessments should be sensitive to all stages of talent development.</p>
3. A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention.	<p>3.0M An assessment profile must be developed for each child to evaluate eligibility for gifted education programming services.</p> <p>3.1M An assessment profile must reflect the unique learning characteristics and potential and performance levels.</p>	<p>3.0E Individual assessment plans should be developed for all gifted learners who need gifted education.</p> <p>3.1E An assessment profile should reflect the gifted learner's interests, learning style, and educational needs.</p>
4. All student identification procedures and instruments must be based on current theory and research.	<p>4.0M No single assessment instrument or its results must deny student eligibility for gifted programming services.</p> <p>4.1M All assessment instruments must provide evidence of reliability and validity for the intended purposes and target students.</p>	<p>4.0E Student assessment data should come from multiple sources and include multiple assessment methods.</p> <p>4.1E Student assessment data should represent an appropriate balance of reliable and valid quantitative and qualitative measures.</p>
5. Written procedures for student identification must include at the very least provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures.	<p>5.0M District gifted programming guidelines must contain specific procedures for student assessment at least once during the elementary, middle, and secondary levels</p> <p>5.1M District guidelines must provide specific procedures for student retention and exiting, as well as guidelines for parent appeals.</p>	<p>5.0E Student placement data should be collected using an appropriate balance of quantitative and qualitative measures with adequate evidence of reliability and validity for the purposes of identification.</p> <p>5.1E District guidelines and procedures should be reviewed and revised when necessary.</p>

Gifted Education Programming Criterion: Professional Development

Description: Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

Guiding Principles	Minimum Standards	Exemplary Standards
1. A comprehensive staff development program must be provided for all school staff involved in the education of gifted learners.	<p>1.0M All school staff must be made aware of the nature and needs of gifted students.</p> <p>1.1M Teachers of gifted students must attend at least one professional development activity a year designed specifically for teaching gifted learners.</p>	<p>1.0E All school staff should be provided ongoing staff development in the nature and needs of gifted learners, and appropriate instructional strategies.</p> <p>1.1E All teachers of gifted learners should continue to be actively engaged in the study of gifted education through staff development or graduate degree programs.</p>
2. Only qualified personnel should be involved in the education of gifted learners.	<p>2.0M All personnel working with gifted learners must be certified to teach in the area to which they are assigned, and must be aware of the unique learning differences and needs of gifted learners at the grade level at which they are teaching.</p> <p>2.1M All specialist teachers in gifted education must hold or be actively working toward a certification (or the equivalent) in gifted education in the state in which they teach.</p> <p>2.2M Any teacher whose primary responsibility for teaching includes gifted learners, must have extensive expertise in gifted education.</p>	<p>2.0E All personnel working with gifted learners should participate in regular staff development programs.</p> <p>2.1E All specialist teachers in gifted education should possess a certification/specialization or degree in gifted education.</p> <p>2.2E Only teachers with advanced expertise in gifted education should have primary responsibility for the education of gifted learners.</p>
3. School personnel require support for their specific efforts related to the education of gifted learners.	3.0M School personnel must be released from their professional duties to participate in staff development efforts in gifted education.	3.0E Approved staff development activities in gifted education should be funded at least in part by school districts or educational agencies.
4. The educational staff must be provided with time and other support for the preparation and development of the differentiated education plans, materials, curriculum.	4.0M School personnel must be allotted planning time to prepare for the differentiated education of gifted learners.	4.0E Regularly scheduled planning time (e.g., release time, summer pay, etc.) should be allotted to teachers for the development of differentiated educational programs and related resources.

Gifted Education Programming Criterion: Socio-Emotional Guidance and Counseling

Description: Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Gifted learners must be provided with differentiated guidance efforts to meet their unique socio-emotional development.	1.0M Gifted learners, because of their unique socio-emotional development, must be provided with guidance and counseling services by a counselor who is familiar with the characteristics and socio-emotional needs of gifted learners.	1.0E Counseling services should be provided by a counselor familiar with specific training in the characteristics and socio-emotional needs (i.e., underachievement, multipotentiality, etc.) of diverse gifted learners.
2. Gifted learners must be provided with career guidance services especially designed for their unique needs.	2.0M Gifted learners must be provided with career guidance consistent with their unique strengths.	2.0E Gifted learners should be provided with college and career guidance that is appropriately different and delivered earlier than typical programs.
3. Gifted at-risk students must be provided with guidance and counseling to help them reach their potential.	3.0M Gifted learners who are placed at-risk must have special attention, counseling, and support to help them realize their full potential.	3.0E Gifted learners who do not demonstrate satisfactory performance in regular and/or gifted education classes should be provided with specialized intervention services.
4. Gifted learners must be provided with affective curriculum in addition to differentiated guidance and counseling services.	4.0M Gifted learners must be provided with affective curriculum as part of differentiated curriculum and instructional services.	4.0E A well-defined and implemented affective curriculum scope and sequence containing personal/social awareness and adjustment, academic planning, and vocational and career awareness should be provided to gifted learners.
5. Underachieving gifted learners must be served rather than omitted from differentiated services.	5.0M Gifted students who are underachieving must not be exited from gifted programs because of related problems.	5.0E Underachieving gifted learners should be provided with specific guidance and counseling services that address the issues and problems related to underachievement.

Gifted Education Programming Criterion: Program Evaluation

Description: Program evaluation is the systematic study of the value and impact of services provided.

Guiding Principles	Minimum Standards	Exemplary Standards
1. An evaluation must be purposeful.	1.0M Information collected must reflect the interests and needs of most of the constituency groups.	1.0E Information collected should address pertinent questions raised by all constituency groups, and should be responsive to the needs of all stakeholders.
2. An evaluation must be efficient and economic.	2.0M School districts must provide sufficient resources for program evaluation.	2.0E School districts should allocate adequate time, financial support, and personnel to conduct systematic program evaluation.
3. An evaluation must be conducted competently and ethically.	3.0M Persons conducting the evaluation must be competent and trustworthy. 3.1M The program evaluation design must address whether or not services have reached intended goals. 3.2M Instruments and procedures used for data collection must be valid and reliable for their intended use. 3.3M Ongoing formative and summative evaluation strategies must be used for substantive program improvement and development. 3.4M Individual data must be held confidential.	3.0E Persons conducting the evaluation should possess an expertise in program evaluation in gifted education. 3.1E The evaluation design should report the strengths and weaknesses found in the program as well as critical issues that might influence program services. 3.2E Care should be taken to ensure that instruments with sufficient evidence of reliability and validity are used, and that they are appropriate for varying age, developmental levels, gender, and diversity of the target population. 3.3E Formative evaluations should be conducted regularly with summative evaluations occurring minimally every five years or more often as specified by state or local district policies. 3.4E All individuals who are involved in the evaluation process should be given the opportunity to verify information and the resulting interpretation.
4. The evaluation results must be made available through a written report.	4.0M Evaluation reports must present the evaluation results in a clear and cohesive format.	4.0E Evaluation reports should be designed to present results and encourage follow-through by stakeholders.

Gifted Education Programming Criterion: Program Design

Description: The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Rather than any single gifted program, a continuum of programming services must exist for gifted learners.	1.0M Gifted programming services must be accessible to all gifted learners.	1.0E Levels of services should be matched to the needs of gifted learners through the provision of a full continuum of options.
2. Gifted education must be adequately funded.	2.0M Gifted education funding should be equitable compared to the funding of other local programming.	2.0E Gifted education programming must receive funding consistent with the program goals and sufficient to adequately meet them.
3. Gifted education programming must evolve from a comprehensive and sound base.	3.0M Gifted education programming must be submitted for outside review on a regular basis. 3.1M Gifted programming must be guided by a clearly articulated philosophy statement and accompanying goals and objectives. 3.2M A continuum of services must be provided across grades pre-K–12.	3.0E Gifted education programming should be planned as a result of consultation with informed experts. 3.1E The school or school district should have a mission/philosophy statement that addresses the need for gifted education programming. 3.2E A comprehensive pre-K–12 program plan should include policies and procedures for identification, curriculum and instruction, service delivery, teacher preparation, formative and summative evaluation, support services, and parent involvement.
4. Gifted education programming services must be an integral part of the general education school day.	4.0M Gifted education programming should be articulated with the general education program. 4.1M Appropriate educational opportunities must be provided in the regular classroom, resource classroom, separate, or optional voluntary environments.	4.0E Gifted services must be designed to supplement and build on the basic academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress through the program. 4.1E Local school districts should offer multiple service delivery options as no single service should stand alone.
5. Flexible groupings of students must be developed in order to facilitate differentiated instruction and curriculum.	5.0M The use of flexible grouping of gifted learners must be an integral part of gifted education programming.	5.0E Gifted learners should be included in flexible grouping arrangements in all content areas and grade levels that ensures that gifted students learn with and from intellectual peers.
6. Policies specific to adapting and adding to the nature and operations of the general education program are necessary for gifted education.	6.0M Existing and future school policies must include provisions for the needs of gifted learners.	6.0E Gifted education policies should exist for at least the following areas: early entrance, grade skipping, ability grouping, and dual enrollment.

Gifted Education Programming Criterion: Program Administration and Management

Description: Appropriate gifted education programming must include the establishment of a systematic means of developing, implementing, and managing services.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Appropriately qualified personnel must direct services for the education of gifted learners.	1.0M The designated coordinator of gifted education programming must have completed coursework or staff development in gifted education and display leadership ability to be deemed appropriately qualified.	1.0E The designated gifted programming coordinator must have completed a certification program or advanced degree program in gifted education.
2. Gifted education programming must be integrated into the general education program.	2.0M The gifted education program must create linkages between general education and gifted education at all levels.	2.0E Responsibility for the education of gifted learners is a shared one requiring strong relationships between the gifted education program and general education schoolwide.
3. Gifted education programming must include positive working relationships with constituency and advocacy groups, as well as compliance agencies.	3.0M Gifted programming staff must establish ongoing parent communication. 3.1M Gifted programs must establish and use an advisory committee that reflects the cultural and socio-economic diversity of the school or school district's total student population, and includes parents, community members, students, and school staff members. 3.2M Gifted education programming staff must communicate with other on-site departments as well as other educational agencies vested in the education of gifted learners (e.g., other school districts, school board members, state departments of education, intermediate educational agencies, etc.).	3.0E The gifted education programming staff should facilitate the dissemination of information regarding major policies and practices in gifted education (e.g., student referral and screening, appeals, informed consent, student progress, etc.). to colleagues, parents, community members, etc. 3.1E Parents of gifted learners should have regular opportunities to share input and make recommendations about program operations with the gifted programming coordinator. 3.2E The gifted education program should consider current issues and concerns from other educational fields and agencies regarding gifted programming decision making on a regular basis.
4. Requisite resources and materials must be provided to support the efforts of gifted education programming.	4.0M Resources must be provided to support program operations. 4.1M Technological support must be provided for gifted education programming services. 4.2M The library selections must reflect a range of materials including those appropriate for gifted learners.	4.0E A diversity of resources (e.g., parent, community, vocational, etc.) should be available to support program operations. 4.1E Gifted education programming should provide state-of-the-art technology to support appropriate services. 4.2E The acquisition plan for purchasing new materials for the school should reflect the needs of gifted learners.

Gifted Education Programming Criterion: Curriculum and Instruction

Description: Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted child.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Differentiated curriculum for the gifted learner must span grades pre-K–12.	1.0M Differentiated curriculum (curricular and instructional adaptations that address the unique learning needs of gifted learners) for gifted learners must be integrated and articulated throughout the district.	1.0E A well-defined and implemented curriculum scope and sequence should be articulated for all grade levels and all subject areas.
2. Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.	2.0M Instruction, objectives, and strategies provided to gifted learners must be systematically differentiated from those in the regular classroom. 2.1M Teachers must differentiate, replace, supplement, or modify curricula to facilitate higher level learning goals. 2.2M Means for demonstrating proficiency in essential regular curriculum concepts and processes must be established to facilitate appropriate academic acceleration. 2.3M Gifted learners must be assessed for proficiency in basic skills and knowledge and provided with alternative challenging educational opportunities when proficiency is demonstrated.	2.0E District curriculum plans should include objectives, content, and resources that challenge gifted learners in the regular classroom. 2.1E Teachers should be responsible for developing plans to differentiate the curriculum in every discipline for gifted learners. 2.2E Documentation of instruction for assessing level(s) of learning and accelerated rates of learning should demonstrate plans for gifted learners based on specific needs of individual learners. 2.3E Gifted learners should be assessed for proficiency in all standard courses of study and subsequently provided with more challenging educational opportunities.
3. Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.	3.0M A program of instruction must consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerative learning pace and advanced intellectual processes of gifted learners.	3.0E When warranted, continual opportunities for curricular acceleration should be provided in gifted learners' areas of strength and interest while allowing sufficient ceiling for optimal learning.
4. Educational opportunities for subject and grade skipping must be provided to gifted learners.	4.0M Decisions to proceed or limit the acceleration of content and grade acceleration must only be considered after a thorough assessment.	4.0E Possibilities for partial or full acceleration of content and grade levels should be available to any student presenting such needs.
5. Learning opportunities for gifted learners must consist of continuum of differentiated curricular options, instructional approaches, and resource materials.	5.0M Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials. 5.1M Flexible instructional arrangements (e.g., special classes, seminars, resource rooms, mentorships, independent study, and research projects) must be available.	5.0E Appropriate service options for each student to work at assessed level(s) and advanced rates of learning should be available. 5.1E Differentiated educational program curricula for students pre-K–12 should be modified to provide learning experiences matched to students' interests, readiness, and learning style.

NATIONAL STAFF DEVELOPMENT COUNCIL STANDARDS FOR STAFF DEVELOPMENT

(Revised, 2001)

Context Standards

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

Virginia Department of Education



Annual Report

GIFTED EDUCATION

2002 - 2003

001 - ACCOMACK

Prepared by:

E-mail:

Local Advisory Committee

Date of LAC Review of Current Plan

Date of LAC Report to the Board and the Superintendent

I certify that the information provided in this report is accurate and that it is submitted on behalf of the local school board.

Division Superintendent

Date

Annual Report Gifted Education 2002-2003

Complete sections one through four and then click the button to the right. (If you have trouble inputting numbers make sure that Num Lock is enabled on your keyboard)


















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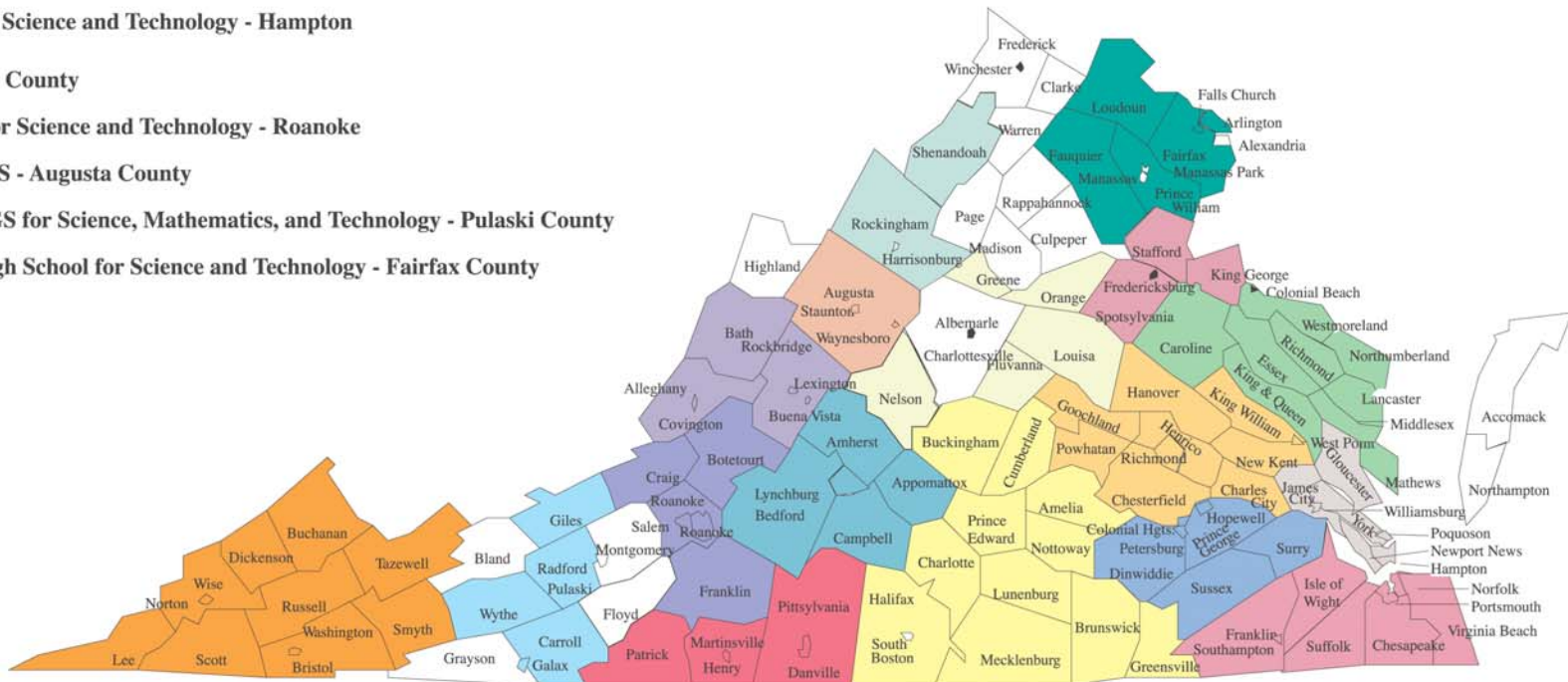
3. Numbers and Ethnicity of Students Referred for Gifted Services	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
American Indian / Native Alaskan														0
Asian / Pacific Islander														0
Black / Non-Hispanic														0
Hispanic														0
White / Non-Hispanic														0
Other / Unspecified														0
Total:														0

4. Number of Designated Gifted Education Teachers	Full Time Teachers of the Gifted	Part Time Teachers of the Gifted
Total Number of Designated Gifted Education Teachers		
Number with Advanced Degrees in Field		
Number with Advanced Degrees in Gifted Education		
Number with Add-on Endorsement		
Number with Local Training		

2002-2003

VIRGINIA ACADEMIC-YEAR GOVERNOR'S SCHOOL PROGRAM

-  A. Linwood Holton GS - Washington County
-  Appomattox Regional GS for the Arts and Technology - Petersburg
-  Blue Ridge GS - Fluvanna County
-  Central Virginia GS for Science and Technology - Lynchburg
-  Chesapeake Bay GS for Marine and Environmental Sciences - Essex County
-  Commonwealth GS - Spotsylvania County
-  GS for Global Economics and Technology for Southside Virginia - Charlotte County
-  GS for the Arts - Norfolk
-  Jackson River GS - Clifton Forge
-  Maggie L. Walker GS for Government and International Studies - Richmond
-  Massanutten GS for Integrated Environmental Science and Technology - Mount Jackson
-  New Horizons GS for Science and Technology - Hampton
-  Piedmont GS - Henry County
-  Roanoke Valley GS for Science and Technology - Roanoke
-  Shenandoah Valley GS - Augusta County
-  Southwest Virginia GS for Science, Mathematics, and Technology - Pulaski County
-  Thomas Jefferson High School for Science and Technology - Fairfax County



2002-2003 VIRGINIA ACADEMIC-YEAR GOVERNOR'S SCHOOL PROGRAM



- A. Linwood Holton GS**
Bristol, Buchanan, Dickenson, Lee, Norton, Russell, Scott, Smyth, Tazewell, Washington, Wise, Wythe
- Appomattox Regional GS for the Arts and Technology**
Charles City, Chesterfield, Colonial Heights, Dinwiddie, Hopewell, Petersburg, Powhatan, Prince George, Richmond City, Southampton, Surry, Sussex
- Blue Ridge GS**
Fluvanna, Goochland, Greene, Louisa, Nelson, Orange
- Central Virginia GS for Science and Technology**
Amherst, Appomattox, Bedford, Campbell, Lynchburg
- Chesapeake Bay GS for Marine and Environmental Sciences**
Caroline, Essex, Gloucester, King & Queen, King George, King William, Lancaster, Mathews, Middlesex, Northumberland, Richmond (County), Westmoreland
- Commonwealth GS**
King George, Spotsylvania, Stafford
- GS for Global Economics and Technology for Southside Virginia**
Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greenville, Halifax, Lunenburg, Mecklenburg, Nottoway, Prince Edward
- GS for the Arts**
Chesapeake, Franklin City, Isle of Wight, Norfolk, Portsmouth, Southampton, Suffolk, Virginia Beach

- Jackson River GS**
Alleghany, Bath, Botetourt, Buena Vista, Covington, Lexington, Rockbridge
- Maggie L. Walker GS for Government and International Studies**
Charles City, Chesterfield, Goochland, Hanover, Henrico, Hopewell, King and Queen, King William, New Kent, Powhatan, Prince George, Richmond City
- Massanutten GS for Integrated Environmental Science and Technology (Approved by the BOE)**
Harrisonburg, Rockingham, Shenandoah
- New Horizons GS for Science and Technology**
Gloucester, Hampton, Newport News, Poquoson, Williamsburg/James City, York
- Piedmont GS**
Danville, Henry, Martinsville, Patrick, Pittsylvania
- Roanoke Valley GS for Science and Technology**
Bedford, Botetourt, Craig, Franklin County, Roanoke (City and County), Salem
- Shenandoah Valley GS**
Augusta, Staunton, Waynesboro
- Southwest Virginia GS for Science, Mathematics, and Technology**
Carroll, Galax, Giles, Pulaski, Smyth, Wythe
- Thomas Jefferson High School for Science and Technology**
Arlington, Fairfax, Falls Church, Fauquier, Loudoun, Prince William

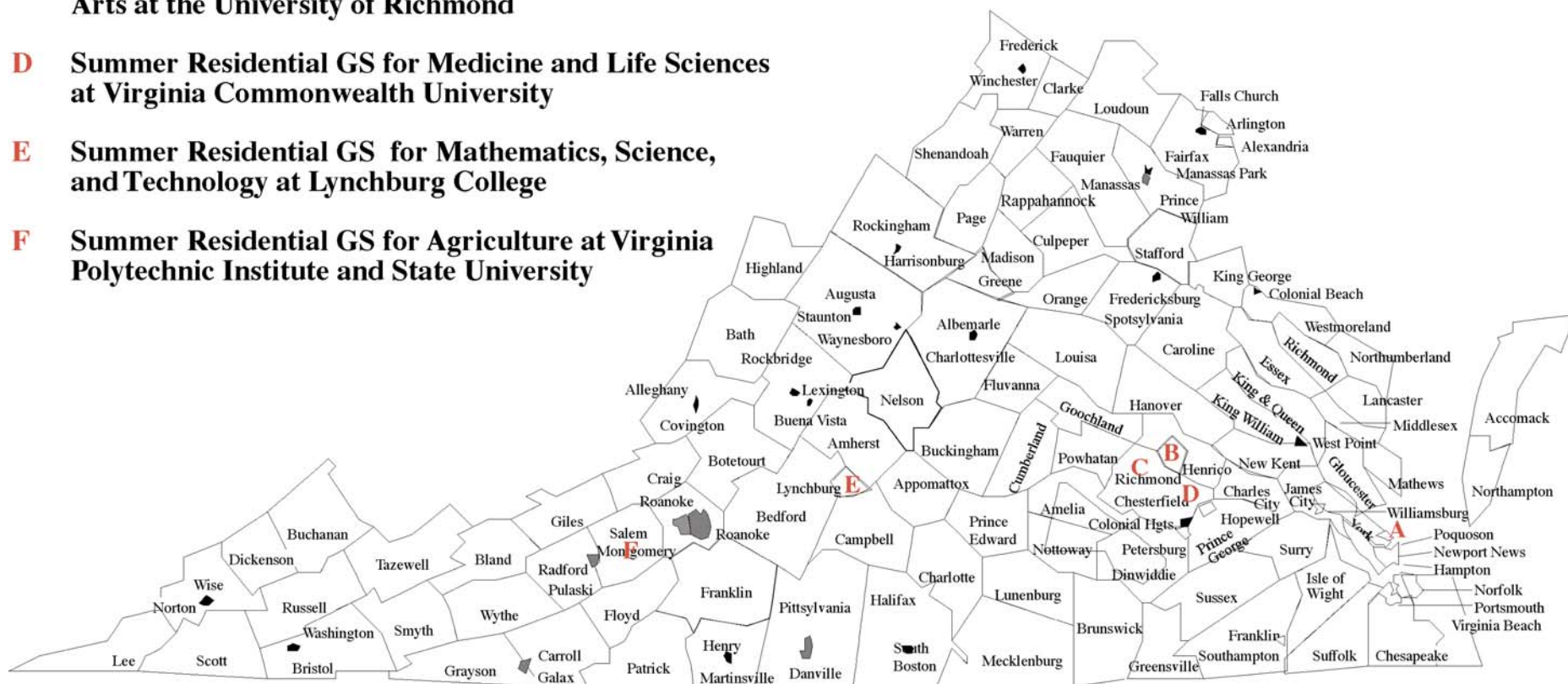
2003 VIRGINIA SUMMER REGIONAL GOVERNOR'S SCHOOL PROGRAM






1. **Eastern Shore Summer Regional GS** - Accomack, Northampton
2. **Blue Ridge Summer Regional GS** -Page, Shenandoah, Warren, Clarke
3. **Reflections Summer Regional GS** - Albemarle, Charlottesville, Greene, Nelson
4. **SummerQuest! Summer Regional GS** - Culpeper, Fauquier, Madison, Rappahannock
5. **Field Ecology Summer Regional GS** - Alleghany, Bath, Botetourt, Buena Vista, Covington, Highland, Lexington, Rockbridge
6. **Fredericksburg Summer Regional GS** - Caroline, Fredericksburg, King George, Spotsylvania, Stafford
7. **Meherrin Summer Regional GS** - Brunswick, Greenville, Mecklenburg, Southampton, Sussex
8. **Richmond Math and Science Center Summer Regional GS** - Caroline, Charles City, Chesterfield, Colonial Heights, Goochland, Hanover, Henrico, Hopewell, New Kent, Petersburg, Powhatan, Prince George, Richmond City
9. **Massanutten Summer Regional GS** - Augusta, Bath, Harrisonburg, Page, Rockbridge, Rockingham, Staunton, Waynesboro
10. **Middle Peninsula Summer Regional GS** - Charles City, Essex, Gloucester, King & Queen, King William, Mathews, Middlesex, New Kent, West Point
11. **Northern Neck Summer Regional GS** - Colonial Beach, Lancaster, Northumberland, Richmond County, Westmoreland
12. **Piedmont Summer Regional GS** - Bedford, Campbell, Danville, Franklin County, Halifax, Henry, Martinsville, Pittsylvania
13. **Southside Summer Regional GS** - Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, Nottoway, Prince Edward
14. **UVA at Wise Summer Regional GS** - Bland, Bristol, Buchanan, Carroll, Dickenson, Floyd, Galax, Giles, Grayson, Lee, Norton, Patrick, Pulaski, Radford, Russell, Scott, Smyth, Tazewell, Washington, Wise, Wythe
15. **Mountain Empire Summer Regional GS** - Dickenson, Lee, Norton, Scott, Wise
16. **Southwest Virginia Community College Summer Regional GS** - Buchanan, Dickenson, Russell, Tazewell
17. **Virginia Highlands Community College Summer Regional GS** - Smyth, Washington, Bristol
18. **Appalachian Summer Regional GS at Wytheville Community College** - Bland, Carroll, Galax, Grayson, Smyth, Wythe
19. **Tidewater Summer Regional GS for Science and Technology** - Franklin City, Isle of Wight, Southampton, Suffolk
20. **PAVAN Summer Regional GS** - Clarke, Frederick, Loudoun, Shenandoah, Warren, Winchester

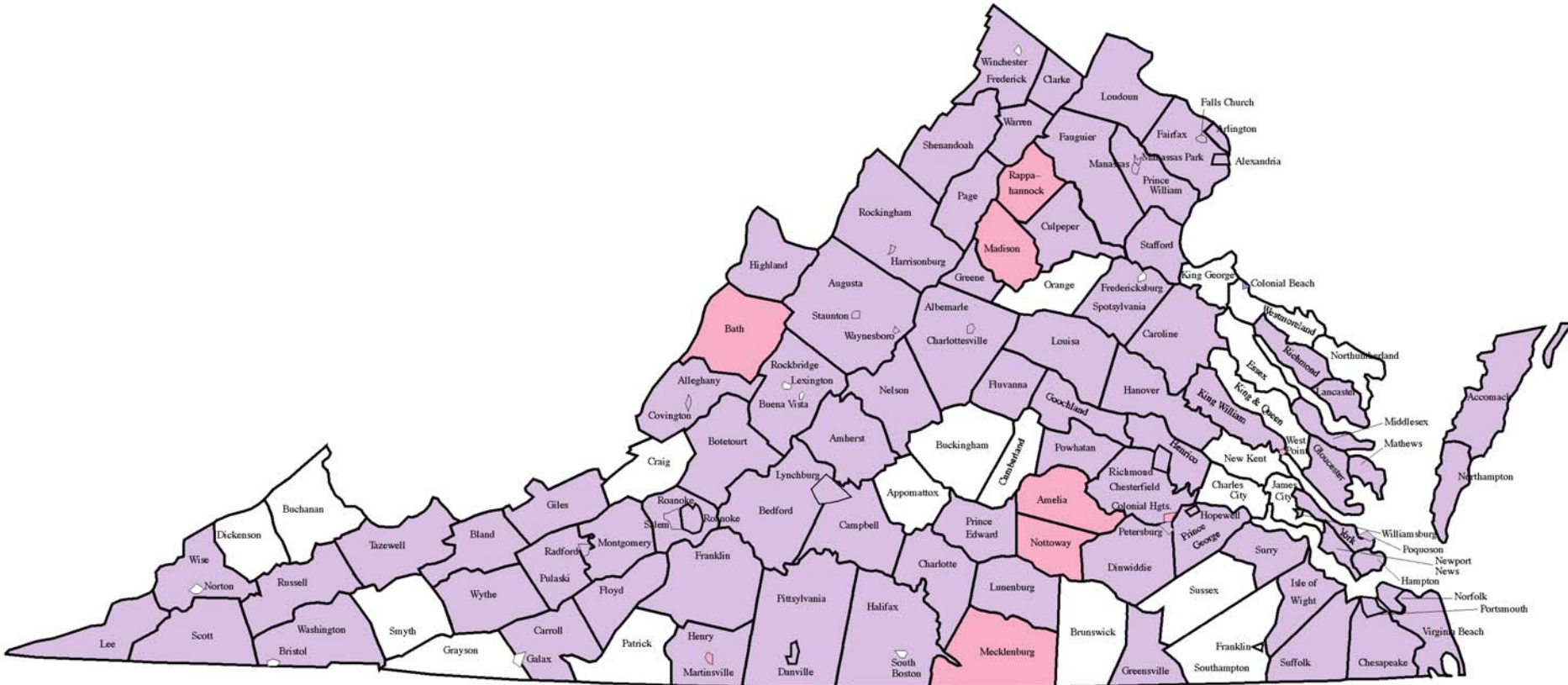
2003 VIRGINIA SUMMER RESIDENTIAL GOVERNOR'S SCHOOL PROGRAM

- A** Summer Residential GS Mentorships in Engineering at NASA/Langley and Marine Science at the Virginia Institute of Marine Science
- B** Summer Residential GS for Humanities at the University of Richmond
- C** Summer Residential GS for Visual and Performing Arts at the University of Richmond
- D** Summer Residential GS for Medicine and Life Sciences at Virginia Commonwealth University
- E** Summer Residential GS for Mathematics, Science, and Technology at Lynchburg College
- F** Summer Residential GS for Agriculture at Virginia Polytechnic Institute and State University



2003 VIRGINIA SUMMER RESIDENTIAL GOVERNOR'S SCHOOL PROGRAM

-  Represented in Agriculture; Humanities; Math, Science, and Technology; Medicine and Life Sciences; NASA/VIMS; or Visual and Performing Arts
 Submitted at least one nominee, but not represented in any program
 Did not submit nominees to any program



2002-2003 Academic-Year Governor's Schools

NAME (CURRICULUM)	GRADES	2002-2003 MEMBERSHIP	NUMBER OF PARTICIPATING DIVISIONS
A. Linwood Holton GS (Core subjects)	11 – 12	167	11
Appomattox Regional GS for Arts and Technology	9 – 12	300	13
Blue Ridge GS (Core subjects)	11 – 12	233	6
Central Virginia GS (Core subjects)	11 – 12	108	5
Chesapeake Bay GS for Marine and Environmental Sciences	11 – 12	101	12
Commonwealth GS (Core subjects)	9 – 12	346	3
Governor's School for Global Economics and Technology serving Southside Virginia	11 – 12	175	13
Governor's School for the Arts	9 – 12	340	8
Jackson River GS (Core subjects)	11 – 12	23	7
Maggie L. Walker Governor's School for Government and International Studies	9 – 12	576	12
New Horizons GS (Core subjects)	11 – 12	256	6
Roanoke Valley GS (Core subjects)	9 – 12	261	7
Shenandoah Valley GS (Mathematics, science, technology, and visual art & theatre arts)	11 – 12	147	3
Southwest Virginia GS (Core subjects)	11 – 12	145	6
Thomas Jefferson High School for Science and Technology	9 – 12	1,669	5
Totals		4,960	117*

*The following sixteen (16) schools divisions participate in more than one Academic-Year Governor's School: Bedford, Botetourt, Charles City, Chesterfield, Franklin City, Gloucester, Goochland, Hopewell, King George, King William, Petersburg, Powhatan, Prince George, Richmond City, Southampton, and Wythe.

2002-2003 Virginia Advisory Committee for the Education of the Gifted

MEMBERS	ADDRESS	TELEPHONE NO.	VAG REGION	ISSUE(S)	REPRESENTING	TERM
Hubbard, Gail (Ms.)	Supervisor of Gifted Education and Special Programs Prince William County Schools P. O. Box 389 Manassas, VA 22108	(703) 791-7400/7447 FAX: (703) 791-7336 hubbardg@pwcs.edu	4	Both	CHAIRPERSON Gifted Education Coordinators	2001-2003
Douglas, Toy D. (Ms.)	Principal, Grange Hall Elementary Chesterfield County Schools 19301 Hull Street Road Moseley, VA 23120	(804)739-6265 FAX (804) 639-5403 tdouglas@chesterfield.k12.va.us	1	Both	IMMEDIATE PAST CHAIRPERSON Virginia Association of Elementary School Principals	2001-2003
Marler, Joseph (Mr.)	Gifted Education Resource Teacher Stonewall Jackson Elementary School 2045 Euclid Avenue Bristol, VA 24201	(540) 669-3632 (SWJE) FAX: (540) 645-9637 (SWJE) jbarlamar@aol.com	7	Professional Development	SECRETARY Local Parent/Professional Advisory Groups (VEA Representative)	2001-2003
Daniels, Elizabeth (Dr.)	1502 Belafonte Drive Portsmouth, VA 23701	(757) 488-4776	2	Identification	Virginia School Boards Association	2001-2004
Brown, Elissa (Dr.)	31 East Governor Drive Newport News, VA 23602	(757) 221-2210 efbrow@wm.edu	2	Professional Development	VAG/Higher Ed. Public	2002-2004
Wadsworth, Sylvia (Ms.)	Director Commonwealth Governor's School Regional Administrative Offices 6713 Smith Station Road Spotsylvania, VA 22553	(540) 891-2445 FAX: (540) 891-2553 swadsworth@cgs.k12.va.us	3	Identification	Academic-Year Governor's Schools Directors	2000-2003
Mills, Becky (Ms.)	President, VMSA 6717 Smith Station Rd Spotsylvania, VA 22553	(540) 898-6032 mills@spostylvania.k12.va.us	4		Virginia Middle School Association	2001-2004
McKinney, David (Dr.) [Resigned]	Manager, Office of Statewide Partnerships Virginia Museum of Fine Arts 2800 Grove Ave Richmond, VA 23221-2466	(804) 204-2670 FAX: (804) 204-2675 dmckinney@vmfa.state.va.us	1	Professional Development	Fine Arts Professionals	2001-2004

2002-2003 Virginia Advisory Committee for the Education of the Gifted

MEMBERS	ADDRESS	TELEPHONE NO.	VAG REGION	ISSUE(S)	REPRESENTING	TERM
Ballinger, Nancy (Ms.)	Supervisor, Gifted Programs Montgomery County Public Schools 200 Junkin Street Christiansburg, VA 24073	(540) 382-5190 FAX (804) 381-6127 nancebal@aol.com		Identification	Administrative Consortium for Gifted Education	2002- 2005
Dawson, Harriet (Ms.) [Resigned]	Supervisor Assessment and Professional Development Gloucester County Public Schools 7166 S. Main Street P.O. Box 2320 Gloucester, VA 23061	(804) 693-1438 hdawson@gc.k12.va.us	2	Professional Development	At-Large Member	2001- 2004
Green, Jennifer (Ms.)	Director Performing and Visual Arts, Northwest (PAVAN) 203 South Cameron Street Winchester, VA 22601	(540) 665-1294 jgreen@su.edu	8	Identification	Higher Education (Governor's Schools & Fine Arts Professional)	2001- 2004
Brown, L. Frances (Mrs.)	3422 Ridgemere Drive Richmond, VA 23233	(804) 364-1010 raegansmom@aol.com	1	Identification	Virginia Academy of School Psychologists	2001- 2004
Shannon, Dorothea (Dr.) [Resigned]	Superintendent Prince George County Schools 6410 Courts Drive Prince George, VA 23875	(804) 733-2700 FAX: (804) 733-2737 dshannon@pgs.k12.va.us	3		Virginia Association of School Superintendents	2001- 2004
Cottrell, Catherine (Mrs.)	Director, Governor's School for Global Economics and Technology Serving Southside Virginia 200 Daniel Road Keysville, VA 23947	(434) 736-0616 FAX: (434) 736-0719 cathycottrell2001@yahoo.com	9	Professional Development	Gifted Education Coordinators	2000- 2003
Snyder, C. Earl (Mr.)	Northrup Grumman-Newport News 15 Jonquil Lane Newport News, VA 23606	(757) 380-7936 earlsnyder@worldnet.att.net	2	Professional Development	Virginia Business & Industry	2001- 2004

Appendix I

2002-2003 Virginia Advisory Committee for the Education of the Gifted

MEMBERS	ADDRESS	TELEPHONE NO.	VAG REGION	ISSUE(S)	REPRESENTING	TERM
Winett, Sheila (Ms.)	PCR, Inc. 610 North Main Street, Suite 221 Blacksburg, VA 24060	(540) 951-4419 FAX: (801) 409-8906 sheila@pcr-inc.com	6	Identification	Virginia Business & Industry (Chamber of Commerce rep)	2000-2003
Leslie, Janice G. (Ms.)	Principal Herndon High School 700 Bennett Street Herndon, VA 20170-3199	(703) 476-1014 (H) (703) 810-2214 (W) jan.leslie@fcps.edu	4	Professional Development	Virginia Association of Secondary School Principals	2001-2004
Crowther, Jane (Mrs.)	249 Mallard Bay Drive Heathville, VA 22573	(804) 580-6857 mgi@crosslink.net	3	Identification	Local Advisory Committees	2000-2003
Freeman, Jane (Ms.)	Albemarle County Public Schools Gifted Education Coordinator 401 McIntire Road Charlottesville, VA 22902	(804) 296-5820 FAX: (434) 296-5805 freeman@albemarle.org	5	Professional Development	Gifted Education Coordinators	2001-2004
Brittle, Nancy (Ms.)	Teacher of the Gifted Fauquier County Public Schools 705 Waterloo Rd. Warrenton, VA 20186	(540) 347-6100 (W) nbrittle@libertyhs.com	8	Identification	Teachers of the Gifted	2000-2003
Turner, Robert V. (Dr.)	5817 Willow Oaks Drive, Apt B. Richmond, VA 23225	(804) 233-3038	1	Identification	At-Large Member	2001 - 2004
McGonagill, Barbara (Dr.) (ex-officio)	Principal Specialist Governor's Schools and Gifted Education Office of Secondary Instruction Department of Education P. O. Box 2120 Richmond, VA 23218-2120	(804) 225-2884 FAX: (804) 692-3163 bmcgonag@pen.k12.va.us		Both	Virginia Department of Education	
Hijar, Maureen (Mrs.) (ex-officio)	Director Office of Secondary Instructional Services Department of Education P. O. Box 2120 Richmond, VA 23218-2120	(804) 225-2894 FAX: (804) 786-5466 mhijar@mail.vak12ed.edu			Virginia Department of Education	